

## **SERVICE LEARNING EDUCATION PROJECT OPPORTUNITIES FOR ALL LEAD CLASSES:**

The National Junior Achievement Organization has a tremendous service learning education opportunity for students enrolled in UCCS' *Personal Management, Character Education, and Citizenship* (LEAD 150 – 152). It consists of a 2-3 hour training class in your high school or at a close by community facility, and a subsequent five to ten hour program where you present a JA prepared packet of information to grade-schoolers or junior high students. The presentation is pre-packaged to keep your preparatory time to an absolute minimum. Visit JA's website, [www.ja.org](http://www.ja.org), or contact your local JA office to learn more about Junior Achievement's programs in our nation's elementary and junior high schools.

Other Community Service Learning Education project ideas are listed below. You and your high school instructor/mentor can select the one best suited for you. You can even come up with a project that takes more than a single individual. Team projects are authorized, providing each team member spends at least ten hours doing the work and subsequently write their own individual papers, as outlined in paragraph five of the student packet.

### **Other Possible Service Learning Education Projects related to the NEFE & HSFP (LEAD 150):**

1. Provide a Budget Assistance Program to help other students set up a budget
2. Create and help operate a savings program at their school
3. Teens Teaching Teens-Teach HSFP to their Peers
4. Teach applicable HSFP lessons to students in lower grades (partner with Junior Achievement)
5. Write and put on a skit related to key concepts from the NEFE HSFP for their school
6. Rent-A-Student Auction-Funds earned from services provided could be donated to a local charity of choice or to set up a special fund for a needed cause at their school
7. Write a financial column for school newspaper
8. Design, produce, and distribute a financial fitness coloring/activity book for lower grade students
9. Design, produce, and distribute a financial fitness poster
10. Design, produce, and distribute a financial fitness calendar
11. Research, write, produce and distribute a brochure or booklet on "100 Ways To Save" (e.g., interview local elder residents on tips such as washing windows with vinegar water and newspapers)
12. Research the food and other supplies and services needed to provide a community meal each month and provide the meal
13. Develop budgets and spreadsheets for local services or clubs

14. Put comparison shopping skills to work by providing a shopping service for senior citizens or the disabled
15. Produce a videotape for younger students on financial fitness
16. Create a puppet show for younger students on financial fitness
17. Put on a Financial Fitness Fair for peers or community
18. Put on a Credit Awareness Fair for peers or community
19. Create and broadcast public service announcements on financial fitness for local media
20. Develop a computer educational game for use by peers or younger students
21. Buy groceries for home-bound senior citizens or the disabled
22. Design, produce, and distribute financial fitness bookmarks
23. Plan and conduct a school-wide one-day academic "blitz" on personal finance
24. Research and produce a "Yellow Pages Directory" for their class which can be distributed to their community
25. Start an Investment Club at their school
26. Track (5) consumer products for 3 weeks and report on price fluctuation, price comparison, and articulate via an essay as to what the outcomes of the project produced.
27. With \$500 to spend, purchase stock in two locally traded companies and track the investment for three weeks, reporting back on whether there was profit or loss and whether it was a good investment or not.
28. Produce a videotape on financial fitness
29. Create a report on (5) competing cell phone plans, illustrating the use of good comparison-shopping skills. They will report back as to which company's plan is the best deal for the consumer.

**Possible Service Learning Education Projects related to Character Education (LEAD 151):**

1. Use the card sort with peers, teachers, parents, family members or PTA.
2. Have the students compare and list the spending habits of the four colors.
3. Plan and conduct a school-wide better communication day between students and staff.
4. Create posters of behavioral strengths illustrating positive behaviors.
5. Have the students wear the colored dots out of class as a point of explanation and conversation.
6. Have Planner or Builder or Relater or Adventurer days when these behaviors are practiced.
7. Develop a Winning Colors game such as competitions in guessing how others sort the cards.
8. Have teams draw up a list of challenges that each of the colors would have in Financial Planning.
9. Have teams draw up a list of community services available and what colors the students would require.
10. Start a Winning Colors Communication Club in the School to help other student communicate better.

11. Create posters for the school illustrating positive behaviors.
12. Create skits representing the four colors and present to other classes, seniors or local clubs.
13. Set up a school mentoring program training the mentor in identifying self and others behaviors.
14. Teen Teaching Teens – Teach Winning Colors to their peers.
15. Write a Communication Column in the school newspaper based on Winning Colors.
16. Research, write and distribute a brochure on “100 ways to better communicate.”
17. If the animal card edition is used have the students pick 4 animals, which represent their colors.
18. Design, produce and distribute a positive behavior for the day calendar.
19. Produce videotape with student’s role-playing the four colors for younger students.
20. Students to create support for a peer mediation group by volunteering card sort
21. Work with Junior Achievement to train volunteers in the Winning Colors communication process.
22. Design, produce and distribute Winning Colors bookmarks.
23. Put on a Financial Planning Fair combined with Winning Colors for peers or community.
24. Design a Winning Colors coloring book.
25. Write four views of the constitution from each of the Winning Colors perspective and publish in the school newspaper.
26. Have a public speaking contest. Train the speakers to use all four Winning Colors vocabulary in their talk.
27. Divide the class so as to represent 4 groups: Planner, Builder, Relater and Adventurer. Have each group represent a color. On butcher paper have the students in each group respond to “What would it take for the Planner Part of Me (Builder, Relater or Adventurer according to the group) to make this class (or School) the best possible?” Repeat a different question to the four groups “What would it take for the Planner Part of Me (Builder, Relater, Adventurer according to the group) to make this class (or school) the worst possible. Print or distribute results to other classes, school newspapers, bulletin boards, PTA or school newspaper.

**Possible Service Learning Education Projects related to Citizenship (LEAD 152):**

1. Projects with Community Service Groups: Rotary Clubs, Kiwanis Clubs, Human Needs Centers, YMCA/YWCA Youth and Government Programs, VFW Organizations, Humane Societies, American Civil Liberties Union, Adoption Centers, Special Education Programs, State Highway Patrols, Senior Centers, National Rifle Association, Mothers Against Drunk Driving, Students Against Drunk Driving, Boy’s and Girl’s Clubs, Boy and Girl Scouts, Police departments, The NAACP, The League of Women Voters, The Red Cross, The Salvation Army, Local Environmental Groups, Drug Treatment Centers, Special

Olympics, Victim Support Groups, Juvenile Correctional Programs, Law Enforcement Training facilities, Fire Protection Districts, School Boards, City Councils, County Government, churches, synagogues, etc.,

2. Work with local and regional newspapers, radio and television stations to conduct public opinion polls and report those results to the community through those media outlets. Work with elected officials at the local, county, state and national level to raise their awareness of the issue(s).
3. Invite public officials to debate their opposing views on the issue(s) at a public forum. These events could be televised on local cable outlets or broadcast on local or regional radio stations.
4. Work with the school officials and the local police departments to sponsor school debates on various laws and policies that particularly affect student's lives.
5. Gain permission from administrators at the high school, middle school and elementary schools to show videotapes that have been produced on project(s) being conducted by students. These can be shown on local access cable TV, presented as assembly or classroom programs in your school and throughout the school system, and to public and private organizations such as those listed in paragraph 1 above.
6. Invite students from the high school debating team, top students from other government, English or JROTC classes to debate your best students on issue(s).
7. Work with public and private community service organizations to participate in debates held at their clubs, lodges and meeting halls to raise awareness on issues of public policy, which are of special concern to them. Help, show and train them on how to form You The People groups to better govern themselves and their organizations on an ongoing basis.
8. Work with media outlets and community service organizations to organize and promote walkathons, bike riding events, skatathons, toy drives, clothing drives, canned food drives to promote public awareness of concerns that need reform.
9. Work with public and private non-profit organizations to make legislative changes that will help their members or the public at-large.
10. Try to make needed legislative changes yourselves. Organize petition drives within your school, school district or political entity. Organize a constituency and solicit their efforts at making that change/reform.
11. Organize ballot measures within the community with the help of interested community service organizations to modify existing laws or enact new ones for positive change.

## Essay Rubric

### Writing Guidelines for Students and Grading Guidelines for Instructors Service Learning (SL) Education Project

Plan, coordinate, execute, and complete your community service learning education project, complying with your local institution's standards and guidelines. Submit a no-less-than two hundred and fifty word essay to your community service learning education project mentor titled: **"Community Service Learning Education Project: Expectations versus Outcomes"**. Your instructor/mentor will provide additional guidance for his/her expectations of the essay's content.

Essay Elements	1 Not Yet	3 Almost	5 Right On
<b>A. Structure (20 points possible)</b>			
1. 250 word minimum			
2. Introductory paragraph			
3. Body of 3-4 paragraphs			
4. Concluding paragraph			
<b>B. Content (20 points possible)</b>			
1. Goals of the SL project			
2. Relationship of SL project to the (NEFE, WINNING COLORS, YOU THE PEOPLE) curriculum			
3. Personal role and expectations of the SL project			
4. Actual outcomes of the SL project (a) individual learnings and insights compared to initial goals and expectations; (b) personal reactions, feelings, growth; (c) effect on students conducting project; (d) impact on community or those benefiting from the SL project; (e) hopes for future SL projects; (f) other			
<b>C. Mechanics (20 points possible)</b>			
1. Grammar			
2. Vocabulary			
3. Spelling			
4. Paragraph structure (topic sentence and supporting sentences)			
<b>D. Creativity (From your project choose and write about at least one no more than two; 10 points possible)</b>			
1. Including visuals (pictures, drawings)			
2. Using quotes from interviews			
3. Telling a story or featuring a person			
4. Writing a poem, rap, song, limerick, etc.			